

Compass Learning Centre

Job Description – Teacher of Maths

Date Reviewed	September 2021
Next Review Date	September 2022 or when required
Linked Documents	This Job Description should be read in conjunction with Appendix A & Person Specification

This Job Description may be amended at any time following discussion between the Headteacher and member of staff, and will be reviewed annually.

Post: Teacher:

Specialism Subject: Maths

Contracted Hours: 0.8 FTE

School: Compass Learning Centre

This appointment is subject to the current conditions of employment contained in the School Teachers Pay and Conditions Document, the Education Act of 1997, the required standards for Qualified Teacher Status, other current educational legislation and the schools articles of governance.

Job Purpose: To carry out the professional duties of a teacher as circumstances may require and in accordance with the school's policies under the direction of the Headteacher. To be an effective professional who demonstrates thorough curriculum knowledge, can teach and assess effectively, take responsibility for professional development and has students who progress and achieve well.

Areas of Responsibility and Key Tasks:

Planning Learning for Progress, Teaching and Class Management

Teach allocated students by **planning their learning** to achieve **progression** of learning through:

- Identifying clear teaching objectives and specifying how they will be taught and assessed that match their needs;
- Setting tasks which challenge students and ensure high levels of interest and engagement
- setting appropriate and demanding expectations including Behaviour for Learning, and progress;
- Setting clear targets, building on prior attainment;
- Be aware of and make provision for students who are AEN/SEN, very able, LAC or who have other particular individual needs;
- Providing clear structures for lessons maintaining pace, motivation and challenge;
- Making effective use of assessment, agreed feedback protocols and ensure coverage of programmes of study;
- Ensuring effective teaching and best use of available time;
- Maintaining discipline in accordance with the school's procedures and encouraging good practice with regard to punctuality, behaviour, standards of work and homework;
- Using a variety of teaching methods to
 - match approach to content, structure information, present a set of key ideas and use appropriate vocabulary;
 - use effective questioning, listen carefully to students, give attention to errors and misconception;
 - select appropriate learning resources and develop study skills through extended study, ICT and other sources;
- Ensuring students acquire and consolidate knowledge, skills and understanding appropriate to the subject taught;
- Evaluating own teaching critically to improve effectiveness;
- Ensuring the effective and efficient deployment of classroom support including bespoke planning for individuals;
- Liaise with the Curriculum Leader to ensure the implementation of school (and subject) policy and best practice.

Monitoring, Assessment, Recording, Reporting

- Assess how well learning objectives have been achieved and use them to improve specific aspects of progress;
- Provide regular and timely feedback in line with Schools agrees policies and protocols;

- Mark and monitor students' work and set targets for progress;
- Assess and record students' progress systematically and keep records to check work is understood and completed, monitor strengths and weaknesses, inform planning and recognise the level at which the student is achieving;
- Undertake assessment of students as requested by examination bodies, departmental and school procedures;
- Prepare and present informative reports to parents;
- Undertake assessment of students and participate in the school's system reporting to parents.

Curriculum Development

- Have lead responsibility for a subject or aspect of the school's work and develop plans which identify clear targets and success criteria for its development and / or maintenance.

Care, Guidance and Student Support Responsibilities

- Be a Form Tutor to an assigned group of students;
- Promote the general progress and well-being of individual students and of the Form Tutor Group as a whole;
- Liaise with the Engagement / Pastoral Leaders to ensure the implementation of the school's Care, guidance and pastoral system;
- Register students, accompany them to assemblies (if required), encourage their full attendance at all lessons and their participation in other aspects of school life;
- Contribute to the preparation of Action Plans, Smart Targets, Handling Policies, Risk Assessments and Progress Files and other reports;
- Alert appropriate staff to problems experienced by students and make recommendations as to how these may be resolved including the DSL's, SENCo, Engagement and Leadership teams;
- Communicate, as appropriate, with parents of students and persons or bodies outside the school concerned with the welfare of individual students, after consultation with appropriate staff;
- Contribute to Life Skills, PSHE, Citizenship, and Enterprise according to school policy.

Other Professional Requirements

- Have an updated working knowledge of teachers' professional duties and legal liabilities;
- Operate at all times within the stated policies and practices of the school;
- Know subject(s) or specialism(s) to enable effective teaching;
- Take account of wider curriculum developments;
- Establish effective working relationships and set a good example through their presentation and personal and professional conduct;
- Endeavor to give every child the opportunity to reach their potential and meet high expectations;
- Co-operate with other staff to ensure a sharing and effective usage of resources to the benefit of the school, department and students;
- Contribute to the corporate life of the school through effective participation in meetings and management systems necessary to coordinate the management of the school;
- Take part in marketing and liaison activities such as Open Evenings, Parents Evenings, Review days and events with partner schools;
- Take responsibility for own professional development and duties in relation to school policies and practices;
- Liaise effectively with parents and governors;
- To fulfil the 8 standards of Teachers Code of Conduct at all times.

Whilst every effort has been made to explain the main duties and responsibilities of the post, each individual task undertaken may not be identified. Employees will be expected to comply with any

reasonable request from a line manager / school leader to undertake work of a similar level that is not specified in this job description.

This post is subject to the current conditions of employment for Class Teachers contained in the School Teachers' Pay and Conditions Document, the 1998 School Standards and Framework Act, the required standards for Qualified Teacher Status and Class Teachers and other current legislation. This job description should be read in conjunction with 'Clarification notes on the exercise of professional duties for all teachers, other than head teachers' contained at Appendix A. (attached)

It is understood that areas of responsibility are from time to time subject to review and are negotiable in the light of the needs of the school and the professional development of the staff.

This job description may be reviewed at the end of the academic year or earlier if necessary. In addition it may be amended at any time after consultation with you

Alison Glazier
Headteacher
Compass Learning Centre

CLARIFICATION NOTES ON THE EXERCISE OF PROFESSIONAL DUTIES FOR ALL TEACHERS, OTHER THAN HEADTEACHERS

These notes should be read with Part XII of the Teachers Pay and Conditions Document. All teachers should act under the reasonable direction of the Headteacher, and carry out the particular duties assigned to them.

All teachers are responsible for planning, preparation, assessment, recording and reporting on progress and attainment. Currently, teachers receive 10% release time against their timetabled teaching commitment, for planning preparation and assessment, and this time may not be taken by the school to use for any other purpose.

All teachers are responsible for promoting the progress of pupils assigned to them; providing guidance and advice on educational matters; communicating and consulting with parents and appropriate bodies outside of school, and attending meetings for any of these purposes. They must provide, or contribute to oral and written assessments, reports and references, relating to individuals or groups of pupils. They must co-operate with the Headteacher and other teachers in the school on all aspects of education methods. They are responsible for maintaining good order and discipline among pupils and safeguarding their health and safety, both on the school premises or when engaged in authorised school activities elsewhere.

All teachers must participate in arrangements for appraisal of their own and others' performance, and have a responsibility to participate in arrangements for further training and professional development.

All teachers should participate in meetings relating to the curriculum of the school, or the administration and organisation of the school. They should also participate in the administrative and organisational tasks related to their duties, including the direction or supervision of staff providing support for the teachers. This will not include tasks, which do not call for the exercise of professional skills and judgement. This time will be included within the 'directed time'.

All teachers must participate in arrangements for preparing pupils for examinations, including assessment, recording and reporting for these. This does not include the invigilation of examinations, unless there is a need for their professional skills and judgement.

All teachers should contribute to the selection for appointment and professional judgement of other staff, including induction and assessment; co-ordinating or managing the work of other staff assigned to them, including assisting in threshold assessment; and taking part in review, development and management of activities relating to the curriculum, organisation and pastoral functions of the school.

All teachers employed on a full time basis, other than those on leadership spine, AST, or fast track, shall be available for 195 days a year, 190 of which will be required to teach pupils, and will be directed by the Headteacher for 1265 hours in a school year. In addition, teachers are expected to work reasonable additional hours to enable them to discharge their professional duties effectively.